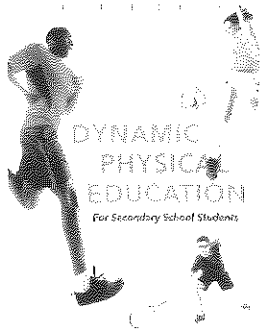
Chapter 4

Curriculum Approaches



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Summary

- Curriculum approaches:
  - A set of beliefs and goals based on theoretical frameworks
  - Provide the basis for organizing, structuring, sequencing, and evaluation
  - Illustrate interrelationships between content and instructional processes
  - Use different approaches when building a quality physical education program

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Skill Development Approach

- Multiple activity approach
- Promotes physical activity
- Develops physical skills
- Units of physical activity and sport provide the structure of the curriculum
- Balance of activities from diverse classifications

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Skill Development Approach, cont'd

- Follows preferences of society
- Allows for diversity and flexibility
- Wide range of instructional units appeal to students
- Creates space for exploration and experimentation
- Provides in-depth units
- Students gain skill competency

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Middle School

- Shorter units
  - Productive learning environments are linked to frequent unit change
  - Students can experience success
  - Provide exploration and discovery

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High School

- Longer units
  - Ensure development of adequate levels of competency
  - Build on the short units at middle school
  - Achieve high levels of competency based on interest levels
  - Specialization and refinement

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Choice

- Increases student motivation
- Decreases problems with dress, participation, and discipline
- Use a teacher's expertise
- Improved instruction
- Increased teacher motivation and enthusiasm

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Consideration of Proficiency Levels

- Course offerings could include:
  - Beginning level
  - Intermediate level
  - Advanced level
- Students are more comfortable with others of like ability levels
- More specialized and in-depth instruction
- Students can skip a level if already proficient

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Middle School Curriculum

- Daily lesson plan format:
  - Warm-up (3-5 minutes)
  - Physical fitness (10-15 minutes)
  - Lesson focus and game segment (25-35 minutes)
- Builds on elementary experience
- Provides stability and routine
- Activities planned for the year

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9th grade Curriculum: The Transition Year

- Develop positive attitude toward physical activity
- Attractive offerings
- Exploration
- Activity choice
- Variety of activities

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High School Curriculum: A Total Elective Program

- Narrowing of interests
- Choice is essential
- Independence
- Daily classes
- 6- to 9-week units
- Student interest determines offerings
- In-depth instruction
- Develop high levels of skill competency

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Promote Physical Activity: Outdoor Adventure

- Bicycling
- Orienteering
- Backpacking
- Water activities (scuba, snorkeling)
- Winter activities (skiing, snowboarding, snow-shoeing, cross-country skiing)
- Rock climbing, rappelling, caving
- Group initiatives
- Ropes course

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Myths of Outdoor Adventure & Pursuits

- Must be located near major outdoor areas
- Teachers must have advanced skills in outdoor activities
- Insurmountable obstacles surrounding safety, legal liability, and insurance
- Cost is prohibitive

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Sample Adventure Program

Austin O'Brien High School

1. Learn-to-sail program—Lake Wabamun
2. Walleyball
3. Bicycle mechanics course and Elk Island Tour
4. Curling
5. Archery
6. Rifle target shooting (trap and skeet)
7. Camping and hiking program
8. Cross-country skiing
9. Tennis
10. Social dance
11. Badminton
12. Racquetball
13. Bowling
14. Downhill skiing
15. Volleyball and pickleball
16. Coaching certification level-1 theory

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Sports Education

- Promotes positive sports experience for all students
- Combination of physical education, intramurals, and interscholastic sports
- Experience the positive values of sports

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Sports Education, cont'd

1. Involves seasons
2. Affiliation to a specific team
3. Formal schedule of competition
4. Major culminating event
5. Records are kept
6. Festivity

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Seasonal Sports Education Schedule

Seasonal Sport Education Schedule

Season	*Team Sports*	*Individual Sports*
Autumn	Flag football Cross country	Tennis Archery Table tennis
Early winter	Volleyball Soccer	Fencing Bowling Badminton Racquetball
Late winter	Basketball Swimming	Fencing Bowling Racquetball Riflery
Spring	Baseball Softball Track and field	Badminton Golf Archery

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Tactical Games Approach

- Promotes interest in learning games
- Understanding game play
- Improving skill to play the game
- Tactics are rarely taught in most physical education programs
- Learning and applying tactics are essential to success in game play

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Levels of Personal and Social Development

- Level 0: Irresponsibility
- Level 1: Self-control
- Level 2: Involvement
- Level 3: Self-responsibility
- Level 4: Caring
- Level 5: Going beyond

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Working Day-to-Day with Social Development

- Time to connect with students
- Talk about the levels
- Integrate personal and social discussions in the physical activity lesson
- Gather students' opinions
- Reflection and self-evaluation

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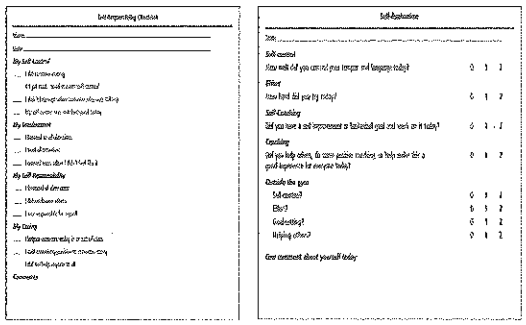

Self-Responsibility Checklists

Self-Responsibility Checklist

Name _____

Date _____

My Self-Control

- I did not [illegible]
- [illegible]
- I did [illegible]
- [illegible]

My Involvement

- [illegible]
- [illegible]
- [illegible]

My Self-Responsibility

- [illegible]
- [illegible]
- [illegible]

My Caring

- [illegible]
- [illegible]
- [illegible]

Comments

Self-Evaluation

Name _____

Self-control

How well did you control your temper and language today? 0 1 2

Effort

How hard did you try today? 0 1 2

Self-Coaching

Did you have a self-improvement or [illegible] goal and work on it today? 0 1 2

Coaching

Did you help others, do some positive coaching or help make this a good experience for everyone today? 0 1 2

Outside the gym

- Self-control? 0 1 2
- Effort? 0 1 2
- Goal-setting? 0 1 2
- Helping others? 0 1 2

Give comment about yourself today

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Rubric on Assessment of Personal and Social Responsibility

Responsibility Rubric

	Consistently	*Sporadically*	*Seldom*	*Never*
Contributes to own well-being:				
Effort and self-motivation	___	___	___	___
Independence	___	___	___	___
Goal setting	___	___	___	___
Contributes to others' well-being:				
Respect	___	___	___	___
Helping	___	___	___	___
Leadership	___	___	___	___

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Games Classification

Invasion Games	Net/Wall Games	Target Games	Striking/Fielding Games
Basketball	Badminton	Golf	Softball
Soccer	Tennis	Archery	Baseball
Team Handball	Pickleball	Bowling	Cricket
Ultimate Frisbee	Racquetball	Billiards	
Lacrosse	Volleyball		
Flag football			
Floor Hockey			
Rugby			

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Knowledge Concepts Approaches

- Emphasis on knowledge concepts and cognitive understanding
- How's and why's of physical activity
- Spend time in classrooms
- Student discover conceptual knowledge

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Implementation of a Knowledge Concepts Approach

- Issues to consider:
  - It may be easier to defend to administration
  - Diverts too much time from promoting activity and skill development
  - Knowing is not the same as doing

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The Fitness for Life Program

- Knowledge concepts approach:
  - Consistent with public health perspective
  - Imparts fitness concepts
  - Promotes knowledge
  - Improves attitudes about activity
  - Alters lifestyle activity patterns later in life

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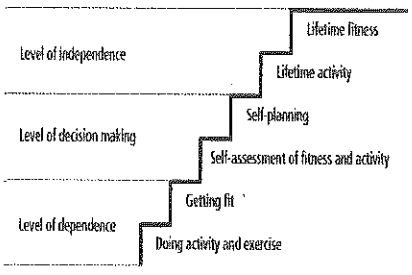
Stairway to Lifetime Fitness



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Personal and Social Responsibility Approach

- Enhance social competence
- Self-control
- Responsible behavior
- Concern for others
- Sports and physical activity used to accomplish personal and social goals

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Curricular Issues

Standards

- National
- State
- LEA (Local Educational Agency)

Benchmarks

- National
- State
  - SPIs (State Performance Indicators)
- LEA
  - Usually called goals/objectives

Curriculum Components

- Scope and Sequence
- Yearly Plan
- Unit Plans (Block plans)
- Lesson Plans

Goals

- Goals are stated "hopes and dreams" based on the SPIs and district goals
  - More vague
  - Not specific/measureable

Objectives

Five parts...

1. Who? TLW... (sometimes assumed...)
2. Behavior? (Action verb here...)
3. What? (Task here...)
4. How? (Conditions under which the task will be measured...)
5. How much? (Specific measurement, criterion, number correct...)

Domains

- **Psychomotor or Motor**
  - **Physical skills**
- **Cognitive**
  - **Knowledge/Hard, Cold Facts**
- **Affective**
  - **Social/Emotional**

Psychomotor Objective Examples

- TLW:
  - Perform the basketball dribble using correct form 90% of the time when observed at random.
  - Demonstrate the underarm pass (volleyball) during a skills test to each target 3 out of 5 times. *(see lesson plan)*
  - Execute a proper push-up 7 out of 10 times during a peer assessment.

Cognitive Objective Examples

- TLW:
  - List 5 parts of a learner objective on a quiz with 100% accuracy.
  - Explain how to correctly chest pass the basketball 3 out of 5 times when called upon at random.
  - Record 3 different food items for each of the five food categories on a written test.

Affective Objective Examples

- TLW:
  - Cooperate with a partner during the station work at all times.
  - Collaborate with his/her group during group time when observed at random.
  - Assist any student that needs help during skills practice time when observed by a peer assessor.

Curricular Models in PE

David C. Wiese, Ph.D.
University of Memphis

Sport Education Model

Sport Ed

- Siedentop (1994)- authentic, educationally rich sport experiences in a PE setting.
- Six main features—
  - Seasons (i.e., units)
  - Affiliation (everyone in the class is on a team; matched, mixed ability)
  - Formal competition (tournaments)
  - Culminating events (all-star games; award ceremonies)
  - Record keeping (daily/weekly/season points)
  - Festivity (Olympic style fun- I.e., gold medals)

Sport Ed Structure

- Teacher-selected teams for entire class
  - Mixed ability, gender teams
  - Careful of the chemistry
  - Then mix students up again for the next season
- Preparation is a MUST!
  - Charts, newsletters, attendance sheets, etc.
  - Recording and posting point totals important
- It's a "Leave My 'Bod' Alone" technique!

Tactical Games Approach

Teaching Games for Understanding

- Thorpe, Bunker, and Almond (1986)
- Teach the "game" first, then fine-tune the skills
- Use small sided games to teach "tactics"
- Focus in on offensive/defensive strategies rather than just skills
- Incorporate skills later once the game is known

Tactical Approach

- Griffin, Mitchell, and Oslin (1994)
- Small sided games based on "decisions"
- Opposite of the "skill approach"
  - Skill-drill
  - Focus on the perfection of the skill
- GPAI (Game Performance Assessment Instrument)

Types of Games

- Invasion
  - Basketball, team handball, soccer, lacrosse, rugby, football, Ultimate Frisbee
- Net/Wall
  - Badminton, tennis, pickle ball, volleyball, racquetball
- Striking/Fielding
  - Baseball, softball, cricket, kickball
- Target
  - Golf, bowling, billiards, croquet

Tactical Problems, Movements, Skills (Soccer)

- Scoring
  - Maintaining possession of the ball
  - Attaching the goal
  - Creating space in attack
  - Using space in attack
- Preventing Scoring
  - Defending space
  - Defending the goal
  - Winning the ball
- Restarting Play
  - Throw-in
  - Corner kick (attacking & defending)
  - Free kick (attacking & defending)

GPAI

NAME	DECISION MAKING	SKILL EXECUTION	DEFEND/ GUARD

5 = VERY EFFECTIVE PERFORMANCE
4 = EFFECTIVE PERFORMANCE
3 = MODERATELY EFFECTIVE PERFORMANCE
2 = WEAK PERFORMANCE
1 = VERY WEAK PERFORMANCE

TPSRM: Teaching Personal Social Responsibility Model

Teaching Personal Social Responsibility Model

- A more holistic way to teach children of today
- Don Hellison (author of the TPSRM)
  - Couldn't change poverty, race, home life
  - So he changed what he could change... his way of teaching
- Empowerment of the student
- Less is more
- Teaching human decency

TPSRM Levels of Responsibility (5)

- *Level 0* – The student is unable to control or restrain themselves. (Irresponsible)
- *Level 1* – The student has control over their actions, but tends to keep to themselves. (Respect or Self-Control)
- *Level 2* – The student participates in activities with the class. The student has respect for the teacher and the equipment. (Participation and Effort or Involvement)

TPSRM Levels of Responsibility (continued)

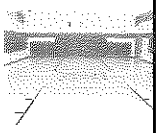
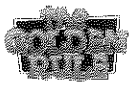
- *Level 3* – The student starts to set goals for themselves and is able to step back and evaluate their progress. (Self-Responsibility)
- *Level 4* – The student is compassionate about themselves and others. They aim to please and will generally be caring and helpful outside of the gym. (Caring & Helping Others or Outside the Gym)

TPSRM Levels & Suggested Rules

Levels	*Rules*
Level 0- Irresponsible	(???)
Level 1- Self-Control	Keep complete control of yourself & body
Level 2- Involvement	Always give your best effort
Level 3- Self-Responsibility	Work well with others at all times
Level 4- Caring/Outside	Treat others like you would want to be treated

Rules of the Classroom

- Keep your hands, feet and other objects to yourself.
- No matter the circumstance, DO YOUR BEST!
- Leave the room like you found it.
- Treat others the way you wish to be treated.
- Be prepared.

Implementing Rules

- At the beginning of the school year, send home a letter to the parents letting them know your expectations of their children.
- At the beginning of every class, have the students discuss among themselves what they hope to achieve or improve by doing this lesson. Also, at the end of class to see if they achieved or not & what to do the next time.
- If a student breaks a rule, have them discuss or act out two ways they could have behaved to comply with the rule.

Assessment (negative behavior)

Student Names	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
Abby	1	2	3	2	2															
Bobby																				
Cassie																				
David																				
Erin																				
Fred	1	2	3	1																
Gabby																				
Heath																				
Ilsy				1																
Jack																				
Katie		1																		
Louis																				
Maisie																				
Nathan	2																			
Oprah			1																	
Paul																				
Quessie																				
Key																				

1-1st Bad= Verbal warning
2-2nd Bad=Sit out/Walk 5 mins
3-3rd Bad= Sit out/Walk rest of class; note (call or email) home; teacher reflection
4-4th Bad=Home contact; principal notification
5-5th Bad= Principal visit

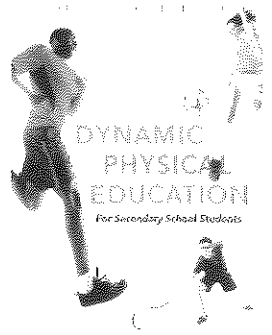
Assessment
(positive behavior)

Student Names	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
Abby	1	2	1																	
Bobby																				
Camilo																				
David																				
Erin																				
Fred	1	2	3																	
Gabby																				
Heath																				
Bine																				
Jack																				
Katie		1																		
Lazlo																				
Manolo																				
Nathan	2																			
Oprah			1																	
Paul																				
Quasyla																				
Roy																				

1-1st Good= Verbal praise
2-2nd Good=Small reward (sticker, fun job, exercise leader)
3-3rd Good= Bigger reward (teddy pens); note (call or email) home
4-4th Good=Home contact; principal notification
5-5th Good=Principal visit

Chapter 5

Planning for Effective Instruction



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Summary

- Defining policies and procedures
  - Give direction to program
  - Offer framework for planning
- Pre-instructional decisions part of overall planning
- Lesson plans ensure students receive a balanced approach to instruction

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Developing Departmental Policies

- Agreed upon by the faculty members
- Create a letter or handbook
- Keep it brief, clear, and succinct
- Send to all students, parents, and administrators

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Policy/Procedure Letter

Ovation High School Physical Education Department
Ovation, AZ

Dear Parents:

This booklet contains the policies and procedures of the physical education department. We would like you to carefully read and discuss the program regulations with your son or daughter. These policies and procedures are important for making the learning environment a pleasant experience for all students.

We desire to have all students leave physical education classes with a positive attitude and the urge to be physically active throughout their lifetime. If you have any questions about the curriculum or the policies and procedures of the department, please call me at 555-4724.

Please sign the slip at the bottom of the sheet and have your child return it to school.

Thank you.

Sincerely,

Physical Education Teacher

We have read the booklet and understand the policies and procedures.

Parent | Student

Date

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Handbook Topics

- Areas to cover
  - Dress requirements
  - Attendance and participation
  - Make-up procedures
  - Showers and towels
  - Locks and lockers
  - Equipment
  - Grading procedures

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Uniforms and Dress Requirements

- Students encouraged to change
- Can create controversy Uniforms can be selected by the students
- Legal aspects of required uniforms
- A flexible policy may be the best policy

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Teacher's Role

- Model appropriate attire
- Students are influenced by teacher behavior
- Difficult to defend a dress code if teachers are not role models

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Attendance and Participation Policies

- Enjoyment reduces attendance and participation problems
- Curriculum a greater impact than policies/procedures
- Reinforcement for attending and participating
- Award points for daily attendance, dressing, and participation
- Medical and parent notes recorded with administration

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Sample Excuse Forms

School Nurse Excuse Form

Student _____ Date _____

Please excuse the above-named student from physical education class for the following day(s):

_____

The reason the student is excused is: _____

_____

_____

_____

Thank you,

_____

School Nurse

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Dealing with Attendance and Participation Issues:

- Handle students as individuals
- Provide encouragement to participate
- Contact parents for continuing problems
- Develop a policy for tardiness
- Start class on time
  - Clearly communicate start times to students

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Establish Class Make-up Procedures

- Right to make up work if excused
- Focus work on what was missed
  - Knowledge activities
  - Performance activities
  - Spectator activities

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Examples of Make-up Work Knowledge

Student Report

Name _____

Date _____

Publication _____

Author _____

Major idea in the material:

Your opinion of the material.

What are the benefits of this material to you?

Parent or guardian signature _____

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Hygiene Issues

- Encourage, don't force
- Provide a safe environment if students choose to shower
- Forced showering can have a negative impact on students' feelings toward physical education and physical activity

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Equipment

- Adequate amount of equipment and budget to purchase
- Physical education and athletic budgets are separate
- Purchase durable and long-lasting equipment
- Spread expense over time
- Students supply equipment (i.e., bicycle, golf club)
- Consider joint purchases

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Grading

- Describe in student handbook
- Discuss with students at the beginning of the year
- Departments consistent and supportive of the policies
- Communicate with parents how students are graded

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Pre-Instructional Decisions

- Instructional format
  - Large-group
  - Small-group or stations
  - Individual
- Space
- Equipment
- Time and pace
- Instructional devices

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Instructional Devices

- Supplement, clarify or improve instructional procedures
  - Present information
  - Stimulate different senses
  - Provide information feedback
  - Restrict movement
  - Control practice time
  - Aid in evaluation and motivation

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Safe Learning Environments

- Prerequisite for effective teaching
- "Safety first and everything else second"
- Liable as a result of poor planning and preparation
- Conduct safety inspections
- Enforce safe and appropriate behavior
- Content developed and taught in proper progression
- Curriculum in written form

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Teach to the Whole Person

- Integrate educational goals into all domains
- Cognitive development helps student understanding
- Experiences should encourage students
- Positive experiences help develop positive attitudes
- Diagnose and improve student techniques
  - Develop strategies through group interaction
  - Personalize and add meaning to learning

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Cognitive Development: Student Involvement

- Select experiences based on their strengths
- Accept responsibility to make decisions
- Enhanced self-concepts
- Accept personal responsibility

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Student Responsibility

- Allow student opportunities to make decisions
- Limit the number of choices (selective-electives)
- Allow students to modify tasks
- Offer open-ended tasks

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Enhancing the Affective Domain

- Students' feelings impact their level of motivation
- Evaluate the contents' impact on students' feelings
- Treatment of students causes specific attitudes to develop
- How one teaches is more important than what one teaches
- Ask students how they feel

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Plan for Optimal Skill Learning

- Know the purpose of the lesson
- Instruction is part of every lesson
- Physical education goes beyond recreational experiences
- Integrate the lesson with past and future instruction
- Understand arousal's impact on performance of motor skills

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Arousal's Impact on Motor Skill Performance

- Level of excitement stress produces
- Positive or negative
  - Too little = uninterested
  - Too much = stress and anxiety
- Reach optimal levels
  - Excited
  - Confident
  - Positive
- Competition can have negative effects

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Meaningful Skill Feedback

- Impacts the learning process
- Intrinsic
  - Internal
  - Inherent to performance of skill
- Extrinsic
  - External
  - Comes from outside source

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Knowledge of Results

- Extrinsic
- After a skill has been performed
- Provides information about an incorrect performance
- Information to adjust the next practice trial
- Used to stimulate effective skill performance
- Critical in early stages of learning

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Knowledge of Performance

- Extrinsic
- Verbal
- Occurs after the performance
- Focuses on process of performance
- Refers to specific components
- Provides information for improvement
- Can impact motivation
- Requires time to internalize feedback

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Effective Practice Sessions

- Focus on process
- Use mental practice techniques
- Whole or part practice
  - Complexity
  - Duration of the skill
- Give students time to put parts together

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Length and Distribution of Practice Sessions

- Short sessions are more efficient
  - Offer many repetitions
  - Varied approaches to develop the same skill
- Examine types of skills to be practiced
  - Does it cause fatigue?
  - Does it require concentration?
  - Does it have the potential to become tedious?
- Combine practice and review

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Skill Practice

- Blocked
  - Complete all trials before moving on
  - Effective for early development
  - Limited transfer to natural setting
- Random
  - Task order is mixed
  - Most effective for learning skill
  - Higher rate of retention

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Variable Skill Practice

- Incorporate a variety of skills in the same classification
- Perform variations of the same skill
- Open skills need variable practice

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Comprehensive Unit Plans

- Organize and present activities over time
- Provide scope and sequence
- Length varies based on student age and ability
- Review a variety of sources
- Provide a plan

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Unit Objectives or Standards

- Written prior to development
- Describe what students are expected to learn
- Include all three domains
- May include the national physical education standards

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Skills and Activities

- Based on objectives
- Specific skills, drills, and culminating experiences
  - Sequences skills
  - List as desirable student outcomes

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Instructional Procedures

- Presentation of activities
- Techniques
- Observations
- Equipment usage

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Evaluation

- Monitoring student progress
  - Skill tests
  - Self-evaluation
  - Teacher monitoring
  - Attitude inventory
  - Solicit student comments

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Block Plan/Weekly Schedule

- Distribution of activities over a unit of time
- Daily lesson plans based on schedule

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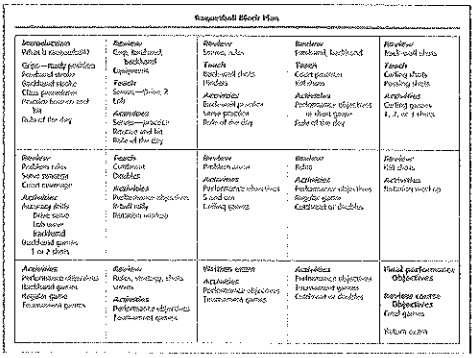
Block Plan



Basketball Block Plan

Introduction What is racquetball? **Grips—ready position** Forehand stroke Backhand stroke Class presentation Practice forehand and bin Role of the day	**Review** Grip, forehand, backhand Equipment **Teach** Serves—drive, 2 lob **Activities** Serves—practice Rotate and bin Role of the day	**Review** Serves, rules **Teach** Backwall shots Hinders **Activities** Backwall practice Serve practice Role of the day	**Review** Forehand, backhand **Teach** Court position Kill shots **Activities** Performance objectives in short game Role of the day	**Review** Backwall shots **Teach** Ceiling shots Passing shots **Activities** Ceiling games 1, 2, or 3 shots
Review Problem rules Serve concepts Court coverage **Activities** Accuracy drills Drive serve Lob serve Backhand Backhand games 1 or 2 shots	**Teach** Continuous Doubles **Activities** Performance objectives Rebuilt rally Rotation workup	**Review** Problem serve **Activities** Performance objectives 5 and on Ceiling games	**Review** Rules **Activities** Performance objectives Regular game Continuous or doubles	**Review** Kill shots **Activities** Rotation workup
Activities Performance objectives Backhand games Regular game Tournament games	**Review** Rules, strategy, shots serves **Activities** Performance objectives Tournament games	**Written exam** **Activities** Performance objectives Tournament games	**Activities** Performance objectives Tournament games Continuous or doubles	**Final performance objectives** **Review course objectives** Final games Return exam

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Bibliography/Resources

- Used by both teachers and students
- More information on nutrition, physical fitness, etc.

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Creating Quality Lessons

- Include quality instruction
- Develop meaningful interaction
- Focus on outcome
- Consider student skills and abilities
- Built for student success
- Increase teacher effectiveness

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Points to Consider

- Learn skills and role model
- Keep teacher talk to a minimum
- Combine instruction and feedback
- Provide for differing ability levels
- List equipment needs
- Organize time
- List outcomes
- Build in student success

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Instructional Components

- Consistent formats offer routine and structure
- Consider student skills and abilities
- Predetermine time in each activity

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Lesson Components

- Warm-up
- Fitness
- Lesson focus
- Game or closing activity

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Content of the Lesson

- List specific skills and activities
  - Proper progression
- Include organizational and instructional hints
  - Key points
  - Specific feedback
- Expected student outcomes
  - Give direction
  - Help students develop in all domains

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Reflection

- Spend time thinking about the lesson
- Ask questions
  - What could be done better so students learn more?
- Dynamic and ongoing process
- Consider:
  - Planning
  - Equipment
  - Methodology
  - Instruction
  - Discipline/management
  - Assessment

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Sample Questions to Aid the Reflection Process

Questions to Aid the Reflection Process

Planning

- Did I prepare ahead of time? Mental preparation prior to a lesson ensures continuity occurs in a lesson.
- Did I understand the "whys" of my lesson? Knowing why you are teaching something will give you greater strength and conviction in your presentation.
- Did I state my instructional goals for the lesson? Students are more focused if they know what they are supposed to learn.
- Did I plan the lesson so students can participate safely, such as creating safe areas for running, with no slippery spots, broken glass, objects to run into, and adequate room for striking activities?

Equipment

Instruction

- Was I alert for children who were having trouble performing the activities and needed some personal help? Youngsters want to receive relevant but subtle help.
- Did I praise youngsters who made an effort or improved? Saying something positive to children increases their desire to perform at a higher level.
- Did I give sufficient attention to the personalization and creativity of each student? Everybody feels unique and different and wants to deal with learning tasks in a personal manner.
- Did I teach for quality of movement or just offer a large quantity of activities in an attempt to keep students on task? Repetition is a necessary part of learning new skills.

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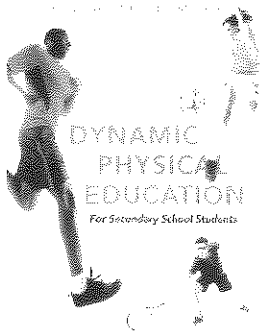
Chapter 6

Improving Instructional Effectiveness



DYNAMIC PHYSICAL EDUCATION

For Secondary School Students

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Summary

- Develop methods for being an active and connected teacher
- Focus on communication between teacher and student
- Use instructional cues, demonstrations, and modeling
- Provide meaningful feedback
- Understand students' personal needs
- Teach for diversity

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Active Supervision

- Observation
- Eye contact with students
- Stay out of the center of the teaching area
- Use unpredictable movement patterns
- Move around the perimeter
- Keep contacts short and meaningful

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Evolution of Elementary Physical Education

- Emphasis on games and sports
  - One-third of World War I draftees rejected as physically unfit
  - Led to a demand for physical education in the schools
  - Legislated minimum weekly time requirements for physical education
  - Physical education is now part of many states' curriculum
  - Only quantitative in nature, little program quality

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Active Supervision Plan Includes:

- Monitoring students
  - Scanning
  - Response latency (responding to start/stop signal)
  - Key points of skill performance
  - On-task performance
- Where to stand
  - How long
  - Movement through the instructional area

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Increase Activity, Reduce Verbalization

- Maintain the focus of instruction:
  - 1–2 key points
  - Concise descriptions
  - Keep it simple and understandable
  - Separate management and instruction

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Maintain Focus and Pace of Instruction

- Focus on outcomes
- Take advantage of teachable moments
- Transitions should be short and not disrupt the lesson
- Look for natural breaks in the lesson

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Develop Effective Listening Skills

- Be an active listener
- Determine what the student is really trying to say
- Paraphrase what the students said
- Allow students to tell you how they feel

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Develop Effective Listening Skills, cont'd

- Avoid situations that undermine effective communication
  - Preaching or moralizing
  - Threatening
  - Ordering or commanding
  - Interrogating
  - Refusing to listen
  - Labeling
  - Sarcasm

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Communicate Effectively with Your Class

- Stimulating speaking style
- "Teaser" to create interest
- Build on previous experiences
- Present material progressively
- Model correct and incorrect examples
- Check for understanding
- Separate management and instruction

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Keys to a Caring Attitude

- Speak about the behavior, not character
- Put yourself in students' shoes
- Identify your feelings
- Highlight the positive
- Speak precisely and optimize speech patterns
- Conduct cognitive discussions in the classroom
- Treat all responses to questions with dignity

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Nonverbal Communication

- Supports acceptable behavior
  - Perceived as meaningful
  - Used to praise
  - Increase validity and strength of verbal communication
- Considers customs and mores of other cultures
- Improves with practice

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Demonstrate and Model

- Teacher demonstration
- Student demonstration
- Devise a plan if you can't demonstrate
  - Use videotapes
  - Task cards

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Demonstrate and Model, cont'd

- Quick, efficient communication
- Communicate proper technique
- Clear understanding of critical skill points
- Motor and cognitive develop simultaneously

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Instructional Cues

- Precise and accurate
- Study, practice, and experience
- Short, descriptive cues
- Small number of cues
- Contain key words
- Focus on one phase

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Effectiveness of Cues

- Communicate the skill
- Three parts
  - Prepare to perform
  - Perform
  - Following through
- Descriptive, exciting words
- Voice influence
- Body language

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Instructional Feedback

- Promotes student learning
- Enhances self-image
- Improves focus of performance
- Individualized instruction
- Increases on-task behavior
- Improves understanding

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Improving the Quality of Feedback

- Negative feedback seldom used
- Corrective feedback based on performance
- Balance corrective with positive feedback
- Support a positive learning environment with positive feedback
- Focus on strengths of the performance

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Different Types of Feedback

- Information feedback
  - Completion of a skill attempt
  - Inherent in the activity
  - Immediate results
- Topography feedback
  - Difficult to obtain
  - Tied to cues
  - Provides useful information

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Plan for Information Feedback

- Determine skill behaviors to be developed
- Prescriptive to eradicate errors
- Specific, general, verbal, or nonverbal
- Include student names
- Use variety to avoid redundancy
- Direct at key points

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Feedback to All Class Members

- Determine length of feedback
- Number of students receiving feedback
- Contact many students
- Complexity of skill increases observation time
- Avoid scrutiny
- Use peer feedback
  - Peer coaches

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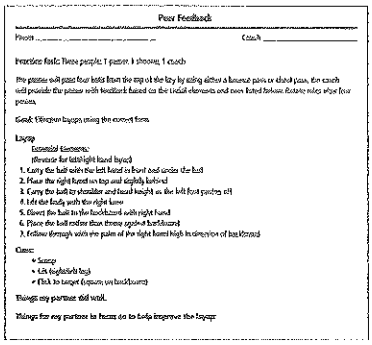
Example of Peer Feedback Form



Peer Feedback

From _____ Coach _____

Practice tasks: Three people: 1 passer, 1 shooter, 1 coach

The passer will pass four balls from the top of the key by using either a bounce pass or chest pass, the coach will provide the passer with feedback based on the listed elements and then listed below. Rotate roles after four passes.

Goal: Shooter keeps using the correct form

Layup

Essential Elements:
(Reverse for left/right hand layup)

1. Carry the ball with the left hand in front and under the ball
2. Place the right hand on top and slightly behind
3. Carry the ball to shoulder and head height as the left foot passes off
4. Lift the body with the right knee
5. Direct the ball to the backboard with right hand
6. Place the ball under then away again at backboard
7. Follow through with the palm of the right hand high in direction of backboard

Cues:
- Scoop
- Lift (right/left leg)
- Flick to target (square on backboard)

Things my partner did well.

Things for my partner to focus on to help improve the layup

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Group or Individual Feedback?

- Group Feedback
  - Frequently used
  - Some students may not understand
  - Allows for misinterpretation
  - Find it irrelevant to themselves
- Direct positive feedback for a "ripple effect"
- Focus on the desired task
- Offer quickly after performance

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Personal Needs of Students

- Keep instruction meaningful and purposeful
- Empower students
- Teach for diversity and equity
- Consider variety of backgrounds and experiences
- Communicate across cultures

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Teach for Diversity and Equity

1. Help students learn about similarities and differences
2. Share common values, customs, and beliefs
3. Teach ways to deal with inequity and prejudice
4. Develop pride in their families' cultures
5. Effectively communicate with other cultures, races, and gender

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Teach for Diversity and Equity, cont'd

6. Instill respect for all people
7. Help students understand that people learn differently
8. Teach strategies for dealing with diverse skill levels and creating equitable experiences

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Teaching for Diversity

- Perceptions impact student performance
- High expectations for all students
- Educate students to better understand diverse needs
- Understand the culture and the individuals

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Working with Diverse Cultures

1. Know their history
2. Cultural values
3. Influential individuals
4. Major religious beliefs
5. Political beliefs
6. Political, religious, and social days celebrated

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Vary Teaching Presentations

- Teaching styles
  - Oral
  - Visual
  - Problem-solving
  - Reciprocal
  - Guided discovery
- Discussion sessions
  - Small groups
  - Small-sided teams

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Develop an Equitable Learning Environment

Instructions: Respond to the following questions and develop an inclusive list of strategies.
1. Do I have a plan to handle negative comments based on race, gender, sexual orientation, skill abilities, and/or ethnic diversity? Write down any statements you have heard and list possible strategies for addressing these statements that will ensure the development of a positive learning environment.
2. Do I systematically select students to demonstrate, speak, or lead? List the type of strategies you would use to ensure that all students have opportunities to interact with other students, demonstrate, express their opinions, and serve as a captain or squad leader.
3. Do I use equitable language, pictures, activities, and instructional tools? List the terms you can use to address students; develop task cards, bulletin boards, and study guides; and check selected activities for skill or gender biases.
4. Will my interactions with students be rated as inclusive, neutral, and equitable? Make audio or video recordings of your verbal interactions with students and colleagues for equity and diversity.
5. Do I ensure that all students have an opportunity to be selected and work with different individuals on a regular basis? Develop strategies that ensure all students have several opportunities to be selected, rotate partners, teams, and individuals selected to demonstrate or lead in a way that is equitable and not based on stereotypes or gender bias.
6. Do my teaching style, strategies, and coaching control promote opportunities for all students to learn and participate equitably? Identify strategies that will assess your teaching styles based on student success across diverse student populations.

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Adults Often Model Gender-Specific Behaviors

- Boys and girls are often treated differently
- Boys and girls are held to different standards and expectations
- Interaction with boys and girls impacts performance
- Minimize gender stereotyping

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Minimize Stereotyping by Gender

- Reinforce all student performances
- Opportunities for all students to be successful
- Success for all in coeducational experiences
- Avoid stereotypical comments
- Activities that cut across gender stereotypes
- Avoid domination by aggressive students
- Equal amounts of practice and opportunities
- Expect both genders to perform equally well

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